What Is IPEDS?

The Integrated Postsecondary Education Data System (IPEDS) is a system of survey components that collects data from about 7,500 institutions that provide postsecondary education across the United States. IPEDS collects institution-level data on student enrollment, graduation rates, student charges, program completions, faculty, staff, and finances.

These data are used at the federal and state level for policy analysis and development; at the institutional level for benchmarking and peer analysis; and by students and parents, through the College Navigator (http://collegenavigator.ed.gov), an online tool to aid in the college search process. For more information about IPEDS, see http://nces.ed.gov/ipeds.

What Is the Purpose of This Report?

The Data Feedback Report is intended to provide institutions a context for examining the data they submitted to IPEDS. The purpose of this report is to provide institutional executives a useful resource and to help improve the quality and comparability of IPEDS data.

What Is in This Report?

As suggested by the IPEDS Technical Review Panel, the figures in this report provide selected indicators for your institution and a comparison group of institutions. The figures are based on data collected during the 2013-14 IPEDS collection cycle and are the most recent data available. This report provides a list of pre-selected comparison group institutions and the criteria used for their selection. Additional information about these indicators and the pre-selected comparison group are provided in the Methodological Notes at the end of the report.

Where Can I Do More with IPEDS Data?

Institutions have the opportunity to create its comparison group instead of using the IPEDS pre-selected comparison group through the Customize Data Feedback Report functionality located in the IPEDS Data Center. Customized comparison groups allow institutional executives to quickly produce customizable reports using different comparison groups and accessing a wider range of IPEDS variables. The Data Center can be accessed at http://nces.ed.gov/ipeds/datacenter.

University of Mississippi
University, MS
Comparison group data are included to provide a context for interpreting your institution’s statistics. For this report, you specified a custom comparison group.

You described this custom comparison group as follows: SUG (Southern Universities Group)

The custom comparison group chosen by University of Mississippi includes the following 30 institutions:

- Arizona State University at the Tempe Campus (Tempe, AZ)
- Auburn University (Auburn University, AL)
- Clemson University (Clemson, SC)
- Florida State University (Tallahassee, FL)
- Georgia Institute of Technology-Main Campus (Atlanta, GA)
- Georgia State University (Atlanta, GA)
- Louisiana State University and Agricultural & Mechanical College (Baton Rouge, LA)
- Mississippi State University (Mississippi State, MS)
- North Carolina State University at Raleigh (Raleigh, NC)
- Oklahoma State University-Main Campus (Stillwater, OK)
- Texas A & M University-College Station (College Station, TX)
- Texas Tech University (Lubbock, TX)
- The University of Alabama (Tuscaloosa, AL)
- The University of Tennessee (Knoxville, TN)
- The University of Texas at Austin (Austin, TX)
- University of Alabama at Birmingham (Birmingham, AL)
- University of Arkansas (Fayetteville, AR)
- University of Delaware (Newark, DE)
- University of Florida (Gainesville, FL)
- University of Georgia (Athens, GA)
- University of Houston (Houston, TX)
- University of Kentucky (Lexington, KY)
- University of Maryland-College Park (College Park, MD)
- University of North Carolina at Chapel Hill (Chapel Hill, NC)
- University of Oklahoma Norman Campus (Norman, OK)
- University of South Carolina-Columbia (Columbia, SC)
- University of Southern Mississippi (Hattiesburg, MS)
- University of Virginia-Main Campus (Charlottesville, VA)
- Virginia Polytechnic Institute and State University (Blacksburg, VA)
- West Virginia University (Morgantown, WV)
**Figure 1.** Percent of all students enrolled, by race/ethnicity and percent of students who are women: Fall 2013

<table>
<thead>
<tr>
<th>Race/ethnicity or gender</th>
<th>Your institution</th>
<th>Comparison Group Median (N=30)</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>Asian</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Black or African American</td>
<td>15</td>
<td>3</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td>Native Hawaiian or other Pacific Islander</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>White</td>
<td>75</td>
<td>67</td>
</tr>
<tr>
<td>Two or more races</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Race/ethnicity unknown</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Nonresident alien</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>Women</td>
<td>55</td>
<td>50</td>
</tr>
</tbody>
</table>

NOTE: For more information about disaggregation of data by race and ethnicity, see the Methodological Notes. Median values for the comparison group will not add to 100%. See "Use of Median Values for Comparison Group" for how median values are determined. N is the number of institutions in the comparison group.


**Figure 2.** Unduplicated 12-month headcount of all students and of undergraduate students (2012-13), total FTE enrollment (2012-13), and full- and part-time fall enrollment (Fall 2013)

**Figure 3.** Enrollment, by student level: Fall 2013

NOTE: For details on calculating full-time equivalent (FTE) enrollment, see Calculating FTE in the Methodological Notes. Total headcount, FTE, and full- and part-time fall enrollment include both undergraduate and postbaccalaureate students, when applicable. N is the number of institutions in the comparison group.

Figure 4. Full-time enrollment, by student level: Fall 2013

![Bar chart](chart1)

- **Level of full-time student**
  - Total full-time
  - Undergraduate
  - First-time, degree/certificate-seeking undergraduate
  - Transfer-in, degree/certificate-seeking undergraduate
  - Continuing, degree/certificate-seeking undergraduate
  - Nondegree/certificate-seeking undergraduate
  - Graduate

- **Number of students**
  - Graduate: 5,284
  - Nondegree/certificate-seeking undergraduate: 1,984
  - Continuing, degree/certificate-seeking undergraduate: 105
  - Transfer-in, degree/certificate-seeking undergraduate: 217
  - First-time, degree/certificate-seeking undergraduate: 14,669
  - Undergraduate: 10,714
  - Total full-time: 20,456

- **Comparison Group Median (N=30)**
  - Graduate: 3,564
  - Nondegree/certificate-seeking undergraduate: 4,380
  - Continuing, degree/certificate-seeking undergraduate: 1,133
  - Transfer-in, degree/certificate-seeking undergraduate: 1,170
  - First-time, degree/certificate-seeking undergraduate: 10,714
  - Undergraduate: 14,669
  - Total full-time: 20,456

- **NOTE**: N is the number of institutions in the comparison group.


Figure 5. Part-time enrollment, by student level: Fall 2013

![Bar chart](chart2)

- **Level of part-time student**
  - Total part-time
  - Undergraduate
  - First-time, degree/certificate-seeking undergraduate
  - Transfer-in, degree/holders/certificate-seeking undergraduate
  - Continuing, degree/holders/certificate-seeking undergraduate
  - Nondegree/holders/certificate-seeking undergraduate
  - Graduate

- **Number of students**
  - Graduate: 2,218
  - Nondegree/certificate-seeking undergraduate: 770
  - Continuing, degree/certificate-seeking undergraduate: 299
  - Transfer-in, degree/certificate-seeking undergraduate: 28
  - First-time, degree/certificate-seeking undergraduate: 1,481
  - Undergraduate: 908
  - Total part-time: 2,124

- **Comparison Group Median (N=30)**
  - Graduate: 1,049
  - Nondegree/certificate-seeking undergraduate: 2,124
  - Continuing, degree/certificate-seeking undergraduate: 938
  - Transfer-in, degree/certificate-seeking undergraduate: 95
  - First-time, degree/certificate-seeking undergraduate: 1,481
  - Undergraduate: 779
  - Total part-time: 2,218

- **NOTE**: N is the number of institutions in the comparison group.


Figure 6. Percent of all undergraduate students enrolled, by race/ethnicity and percent of students who are women: Fall 2013

![Bar chart](chart3)

- **Race/ethnicity or gender**
  - American Indian or Alaska Native
  - Asian
  - Black or African American
  - Hispanic/Latino
  - Native Hawaiian or other Pacific Islander
  - White
  - Two or more races
  - Race/ethnicity unknown
  - Nonresident alien
  - Women

- **Percent of all undergraduate students enrolled**
  - American Indian or Alaska Native: 2%
  - Asian: 7%
  - Black or African American: 16%
  - Hispanic/Latino: 3%
  - Native Hawaiian or other Pacific Islander: 5
  - White: 76
  - Two or more races: 2
  - Race/ethnicity unknown: 3
  - Nonresident alien: 1
  - Women: 55

- **NOTE**: For more information about disaggregation of data by race and ethnicity, see the Methodological Notes. Median values for the comparison group will not add to 100%. See "Use of Median Values for Comparison Group" for how median values are determined. N is the number of institutions in the comparison group.

Figure 7. Percent of all graduate students enrolled, by race/ethnicity and percent of students who are women: Fall 2013

NOTE: For more information about disaggregation of data by race and ethnicity, see the Methodological Notes. Median values for the comparison group will not add to 100%. See “Use of Median Values for Comparison Group” for how median values are determined. N is the number of institutions in the comparison group.


Figure 8. Percent of students taking distance education courses, by amount of distance education and student level: Fall 2013

NOTE: N is the number of institutions in the comparison group.


Figure 9. Student-to-faculty ratio: Fall 2013

NOTE: Student-to-faculty ratio data are presented only for institutions that have undergraduate students; graduate only institutions are not included. For details, see the Methodological Notes. N is the number of institutions in the comparison group.

Figure 10. Number of applicants, admissions, and students enrolled full and part time: Fall 2013

Figure 11. Percent of applicants admitted, and percent of admissions enrolled by full- and part-time status: Fall 2013

Figure 12. Percentile SAT scores of first-time, degree/certificate-seeking undergraduate students: Fall 2013

Figure 13. Percentile ACT scores of first-time, degree/certificate-seeking undergraduate students: Fall 2013
Figure 14. Number of degrees awarded, by level: 2012-13

Figure 15. Number of students completing a degree/certificate by level, 2012-13

Figure 16. Academic year tuition and required fees for full-time, first-time degree/certificate-seeking undergraduates: 2010-11 to 2013-14

Figure 17. Average net price of attendance for full-time, first-time degree/certificate-seeking undergraduate students receiving grant or scholarship aid: 2010-11 to 2012-13
Figure 18. Percent of full-time, first-time degree/certificate-seeking undergraduate students who received grant or scholarship aid from the federal government, state/local government, or the institution, or loans, by type of aid: 2012-13

Figure 19. Average amounts of grant or scholarship aid from the federal government, state/local government, or the institution, or loans received, by full-time, first-time degree/certificate-seeking undergraduate students, by type of aid: 2012-13

Figure 20. Percent of all undergraduates receiving aid by type of aid: 2012-13

Figure 21. Average amount of aid received by all undergraduates, by type of aid: 2012-13
Figure 22. Graduation rate and transfer-out rate (2007 cohort); graduation rate cohort as a percent of total entering students and retention rates of first-time students (Fall 2013)

NOTE: Graduation rate cohort includes all full-time, first-time degree/certificate-seeking undergraduate students. Entering class includes all students coming to the institution for the first time. Only institutions with a mission to prepare students to transfer are required to report transfers out. Graduation and transfer-out rates are the Student Right-to-Know rates. Retention rates are measured from the fall of first enrollment to the following fall. 4-yr institutions report retention rates for students seeking a bachelor’s degree. Median values for the comparison group will not add to 100%. N is the number of institutions in the comparison group.


Figure 23. Graduation rates of full-time, first-time degree/certificate-seeking undergraduates within 150% of normal time to program completion, by race/ethnicity: 2007 cohort

NOTE: For this survey year, institutions were required to report race and ethnicity using 1997 Office of Management and Budget (OMB) categories, but might have collected data using the 1977 OMB categories. For more information about disaggregation of data by race and ethnicity, see the Methodological Notes. The graduation rates are the Student Right-to-Know (SRK) rates. Median values for the comparison group will not add to 100%. N is the number of institutions in the comparison group.

Figure 24. Bachelor's degree graduation rates of full-time, first-time degree/certificate-seeking undergraduates within 4 years, 6 years, and 8 years: 2005 cohort

Figure 25. Full-time equivalent staff, by occupational category: Fall 2013

Figure 26. Average salaries of full-time instructional non-medical staff equated to 9-month contracts, by academic rank: Academic year 2013-14

Figure 27. Percent distribution of core revenues, by source: Fiscal year 2013

NOTE: The 6-year graduation rate is the Student Right-to-Know (SRK) rate; the 4- and 8-year rates are calculated using the same methodology. For details, see the Methodological Notes. N is the number of institutions in the comparison group.

NOTE: Graduate assistants are not included. For calculation details, see the Methodological Notes. N is the number of institutions in the comparison group.

NOTE: Average salaries of full-time instructional non-medical staff equated to 9-month contracts was calculated by multiplying the average monthly salary by 9. The average monthly salary was calculated by dividing the total salary outlays by the total number of months covered by staff on 9, 10, 11 and 12-month contracts.

NOTE: The comparison group median is based on those members of the comparison group that report finance data using the same accounting standards as the comparison institution. For a detailed definition of core revenues, see the Methodological Notes. N is the number of institutions in the comparison group.


Figure 28. Core revenues per FTE enrollment, by source: Fiscal year 2013

- Revenue source
  - Tuition and fees
  - State appropriations
  - Local appropriations
  - Government grants and contracts
  - Private gifts, grants, and contracts
  - Investment return
  - Other core revenues

Note: The comparison group median is based on those members of the comparison group that report finance data using the same accounting standards as the comparison institution. For details on calculating FTE enrollment and a detailed definition of core revenues, see the Methodological Notes. N is the number of institutions in the comparison group.


Figure 29. Percent distribution of core expenses, by function: Fiscal year 2013

- Expense function
  - Instruction
  - Research
  - Public service
  - Academic support
  - Institutional support
  - Student services
  - Other core expenses

Note: Expenses per full-time equivalent (FTE) enrollment, particularly instruction, may be inflated because finance data includes all core expenses while FTE reflects credit activity only. For details on calculating FTE enrollment and a detailed definition of core expenses, see the Methodological Notes. N is the number of institutions in the comparison group.


Figure 30. Core expenses per FTE enrollment, by function: Fiscal year 2013

- Expense function
  - Instruction
  - Research
  - Public service
  - Academic support
  - Institutional support
  - Student services
  - Other core expenses

Note: Expenses per full-time equivalent (FTE) enrollment, particularly instruction, may be inflated because finance data includes all core expenses while FTE reflects credit activity only. For details on calculating FTE enrollment and a detailed definition of core expenses, see the Methodological Notes. N is the number of institutions in the comparison group.


Figure 31. Expenses for salaries, wages, and benefits as a percent of total expenses, by function: Fiscal year 2013

- Expense function
  - Total core expenses
  - Instruction
  - Research
  - Public service
  - Academic support
  - Institutional support
  - Student services
  - Other core expenses

Note: The comparison group median is based on those members of the comparison group that report finance data using the same accounting standards as the comparison institution. For more information, see the Methodological Notes. N is the number of institutions in the comparison group.

Figure 32. Endowment assets (year end) per FTE enrollment: Fiscal year 2013

NOTE: For more information on the comparison group median, see the Methodological Notes. N is the number of institutions in the comparison group.

Overview

This report is based on data supplied by institutions to IPEDS during the 2013-14 data collection year. Response rates exceeded 99% for most surveys. Detailed response tables are included in IPEDS First Look reports, which can be found at http://nces.ed.gov/pubsearch/getpubcats.asp?sid=010.

Use of Median Values for Comparison Group

The value for the comparison institution is compared to the median value for the comparison group for each statistic included in the figure. If more than one statistic is presented in a figure, the median values are determined separately for each indicator or statistic. Medians are not reported for comparison groups with fewer than three values. Where percentage distributions are presented, median values may not add to 100%. The IPEDS Data Center provides access to all of the data used to create the figures included in this report.

Missing Statistics

If a statistic is not reported for your institution, the omission indicates that the statistic is not relevant to your institution and the data were not collected. Not all notes may be applicable to your report.

Use of Imputed Data

All IPEDS data are subject to imputation for total (institutional) and partial (item) nonresponse. If necessary, imputed values were used to prepare your report.

Data Confidentiality

IPEDS data are not collected under a pledge of confidentiality.

Disaggregation of Data by Race/Ethnicity

When applicable, some statistics are disaggregated by race/ethnicity. Data disaggregated by race/ethnicity have been reported using the 1997 Office of Management and Budget categories. Detailed information about the race/ethnicity categories can be found at http://nces.ed.gov/ipeds/reic/resource.asp.

Cohort Determination for Reporting Student Financial Aid and Graduation Rates

Student cohorts for reporting Student Financial Aid and Graduation Rates data are based on the reporting type of the institution. For institutions that report based on an academic year (those operating on standard academic terms), student counts and cohorts are based on fall term data. Student counts and cohorts for program reporters (those that do not operate on standard academic terms) are based on unduplicated counts of students enrolled during a full 12-month period.

Description of Statistics Used in the Figures

Admissions and Test Score Data

Admissions and test score data are presented only for institutions that do not have an open admission policy, and apply to first-time, degree/certificate-seeking undergraduate students only. Applicants include only those students who fulfilled all requirements for consideration for admission and who were notified of one of the following actions: admission, non-admission, placement on a wait list, or application withdrawn (by applicant or institution). Admitted applicants (admissions) include wait-listed students who were subsequently offered admission. Early decision, early action, and students who began studies during the summer prior to the fall reporting period are included. Institutions report test scores only if they are required for admission.

Average Institutional Net Price

Average net price is calculated for full-time, first-time degree/certificate-seeking undergraduates who were awarded grant or scholarship aid from the federal government, state/local government, or the institution anytime during the full aid year. For public institutions, this includes only students who paid the in-state or in-district tuition rate. Other sources of grant aid are excluded. Average net price is generated by subtracting the average amount of federal, state/local government, and institutional grant and scholarship aid from the total cost of attendance. Total cost of attendance is the sum of published tuition and required fees, books and supplies, and the average room and board and other expenses.

For the purpose of the IPEDS reporting, aid received refers to financial aid that was awarded to, and accepted by, a student. This amount may differ from the aid amount that is disbursed to a student.

Core Revenues

Core revenues for public institutions reporting under GASB standards include tuition and fees; state and local appropriations; government grants and contracts; private gifts, grants, and contracts; sales and services of educational activities; investment income; other operating and non-operating sources; and other revenues and additions (federal and capital appropriations and grants and additions to permanent endowments). Core revenues for private, not-for-profit institutions (and a small number of public institutions) reporting under FASB standards include tuition and fees; government appropriations (federal, state, and local); government grants and contracts; private gifts, grants, and contracts (including contributions from affiliated entities); investment return; sales and services of educational activities; and other sources. Core revenues for private, for-profit institutions reporting under FASB standards include tuition and fees; government appropriations, grants, and contracts (federal, state, and local); private grants and contracts; investment income; sales and services of educational activities; and other sources. At degree-granting institutions, core revenues exclude revenues from auxiliary enterprises (e.g., bookstores, dormitories), hospitals, and independent operations. Nondegree-granting institutions do not report revenue from auxiliary enterprises in a separate category. These amounts may be included in the core revenues from other sources.

Core Expenses

Core expenses include expenses for instruction, research, public service, academic support, institutional support, student services, scholarships and fellowships (net of discounts and allowances), and other expenses. Expenses for operation and maintenance of plant, depreciation, and interest are allocated to each of the other functions. Core expenses at degree-granting institutions exclude expenses for auxiliary enterprises (e.g., bookstores, dormitories), hospitals, and independent operations. Nondegree-granting institutions do not report expenses for auxiliary enterprises in a separate category. These amounts may be included in the core expenses as other expenses.
Endowment Assets

Endowment assets, for public institutions under GASB standards, and private, not-for-profit institutions under FASB standards, include gross investments of endowment funds, term endowment funds, and funds functioning as endowment for the institution and any of its foundations and other affiliated organizations. Private, for-profit institutions under FASB do not hold or report endowment assets.

Equate Instructional Non-Medical Staff Salaries

Institutions reported total salary outlays by academic rank and gender, and the number of staff by academic rank, contract length (9-, 10-, 11-, and 12-month contracts), and gender. The total number of months covered by salary outlays was calculated by multiplying the number of staff reported for each contract length period by the number of months of the contract, and summing across all contract length periods. The weighted average monthly salary for each academic rank and gender was calculated by dividing the total salary outlays by the total number of months covered. The weighted average monthly salary was then multiplied by 9 to determine an equated 9-month salary for each rank.

FTE Enrollment

The full-time equivalent (FTE) enrollment used in this report is the sum of the institution’s FTE undergraduate enrollment and FTE graduate enrollment (as calculated from or reported on the 12-month Enrollment component). Undergraduate and graduate FTE are estimated using 12-month instructional activity (credit and/or contact hours). See “Calculation of FTE Students (using instructional activity)” in the IPEDS Glossary at http://nces.ed.gov/ipeds/glossary/.

FTE Staff

The full-time-equivalent (FTE) of staff is calculated by summing the total number of full-time staff and adding one-third of the total number of part-time staff. Graduate assistants are not included.

Graduation Rates and Transfer-out Rate

Graduation rates are those developed to satisfy the requirements of the Student Right-to-Know Act and Higher Education Act, as amended, and are defined as the total number of individuals from a given cohort of full-time, first-time degree/certificate-seeking undergraduates who completed a degree or certificate within a given percent of normal time to complete all requirements of the degree or certificate program before the ending date of August 31, 2013; divided by the total number of students in the cohort of full-time, first-time degree/certificate-seeking undergraduates minus any allowable exclusions. Institutions are permitted to exclude from the cohort students who died or were totally and permanently disabled; those who left school to serve in the armed forces or were called up to active duty; those who left to serve with a foreign aid service of the federal government, such as the Peace Corps; and those who left to serve on an official church mission. Transfer-out rate is the total number of students from the cohort who are known to have transferred out of the reporting institution (without earning a degree/award) and subsequently re-enrolled at another institution within the same time period; divided by the same adjusted cohort (initial cohort minus allowable exclusions) as described above. Only institutions with a mission that includes providing substantial preparation for students to enroll in another eligible institution are required to report transfers out.

Retention Rates

Full-time retention rates is a measure of the rate at which students persist in their educational program at an institution, expressed as a percentage. For four-year institutions, this is the percentage of first-time bachelors (or equivalent) degree-seeking undergraduates from the previous fall who are again enrolled in the current fall. For all other institutions this is the percentage of first-time degree/certificate-seeking students from the previous fall who either re-enrolled or successfully completed their program by the current fall. The full-time retention rate is calculated using the percentage of full-time, first-time degree/certificate-seeking undergraduates, while the part-time rate is calculated using the percentage of part-time, first-time degree/certificate-seeking undergraduates.

Salaries, Wages, and Benefits

Salaries, wages, and benefits, for public institutions under GASB standards, and private, not-for-profit institutions under FASB standards, include amounts paid as compensation for services to all employees regardless of the duration of service, and amounts made to or on behalf of an individual over and above that received in the form of a salary or wage. Frequently, benefits are associated with an insurance payment. Private, for-profit institutions under FASB standards do not report salaries.

Student-to-Faculty Ratio

The guidance provided to institutions for calculating their student-to-faculty ratio is as follows: the number of FTE students (using Fall Enrollment data) divided by the total FTE instructional staff (using the total Primarily instruction + Instruction/research/public service staff reported on the EAP section of the Human Resources component and adding any not primarily instructional staff that are teaching a credit course). For this calculation, FTE for students is equal to the number of full-time students plus one-third the number of part-time students; FTE for instructional staff is similarly calculated. Students enrolled in “stand-alone” graduate or professional programs (such as medicine, law, veterinary, dentistry, social work, or public health) and instructional staff teaching in these programs are excluded from the FTE calculations.

Total Entering Undergraduate Students

Total entering students are students at the undergraduate level, both full-and part-time, new to the institution in the fall term (or the prior summer term who returned in the fall). This includes all first-time undergraduate students, students transferring into the institution at the undergraduate level, and non-degree/certificate-seeking undergraduates entering in the fall. Only degree-granting, academic year reporting institutions provide total entering student data.

Tuition and Required Fees

Tuition is defined as the amount of money charged to students for instructional services, and required fees are those fixed sum charges to students for items not covered by tuition that are required of such a large proportion of all students that the student who does not pay the charge is an exception. The amounts used in this report are for full-time, first-time degree/certificate-seeking undergraduates and are those used by the financial aid office to determine need. For institutions that have differential tuition rates for in-district or in-state students, the lowest tuition rate is used in the figure. Only institutions that operate on standard academic terms will have tuition figures included in their report.

Additional Methodological Information

Additional methodological information on the IPEDS components can be found in the publications available at http://nces.ed.gov/pubsearch/getpubcats.asp?sid=010. Additional definitions of variables used in this report can be found in the IPEDS online glossary available at http://nces.ed.gov/ipeds/glossary/.

University of Mississippi